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The clothesline of a centipede or the footwear of a traveling salesman? (Joel Nichols photo)

The Johnsonian

VOL. XLIX, NO. 18

FEBRUARY 21, 1972

ROCK HILL, S. C. 29730

Women's awareness in fields of education

Robert van Waes, associate secretary of the Washington, D. C. office of the American Association of University Professors, bombarded his listeners with evidence of discrimination toward women in education on Thursday night, Feb. 17.

Members of the American Association of University Women and the A. A. U. P. and other Winthrop faculty and students heard his lecture.

Van Waes began by discussing the causes for the reemergence in 1970 of the Committee of Women in Academia, a group which existed as a committee of the A. A. U. P. from 1918 until 1928. Efforts of the National Organization of Women (N. O. W.) in 1966 and the Women's Liberation movement in general, are credited with the resurrection of the committee.

A barrage of statistics followed. First revealed was women's status in the field of education in 1921 as follows: 34% of faculty of women's colleges were comprised of women; of

the full professors found on faculties of women's colleges, 22% were women and 52% were men; in a coed college's faculty of 2000 people, only 2 were women, 31% of the students at coed schools were women; 13% of the coed school's faculty were women of which 33% held positions as instructors and only 4% held full professorships.

Next, current staggering findings presented to the Southern Association of Colleges and Schools by Alan Pfeiffer, president of the Carnegie Corporation, were listed as follows: 75-90% of all students not going to college are women; most women who finish college and go to graduate school pursue the traditional female roles of school teacher, nurse, or social worker; 11.6% of all doctorates awarded in the period from 1960 to 1967 were received by women; more women are hired at small colleges, two year institutions, women's colleges or schools with low prestige than at major American colleges; if a woman is hired by a college, she is generally not granted the protection of ten-

ure; if tenure is granted, salaries and chances for promotion are decreased; few women are found in high administrative positions in education; there are virtually no women presidents of four year institutions and only 8 non-sectarian women's colleges have women presidents.

In summation, facts gathered by W. E. A. L., the Women's Equality Action League, were cited: In 1970, women held one third of positions in higher education, in 1930 they held 30% and in 1969 only 19% of these positions; today, women hold 32% of the positions as instructors, 19% of the assistant professorships, 15% of the associate professorships and 8% of the full professorships in the nation; women at the University of Arizona receive 15-20% less pay than men, and at the University of Minnesota, receive 32% less salary; women comprise 22% of students receiving degrees in arts and sciences at Harvard and yet only two full professors with tenure are women on the faculty.

Evidence of discrimination can be presented to H. E. W. said Waes, but its emphasis has shifted from the individual to the broad pattern. Locally, exposure is the best means to eliminate the existing problems. Inventories of woman power available and qualified for appointments and promotions can be made. A.A.U.P. chapters can call upon institutions to accept the Federal Contract Compliance ruling as was done at Columbia, Berkeley and Michigan, he added.

Finally, H. E. W.'s "power of the purse" can threaten and/or stop sending federal funds to institutions proven to discriminate against women as was done to Columbia University—an excellent example of how "coercion promotes idealism in reform," said van Waes.



Wofford wins close game

Lee Wicker was defeated by Wofford, 19 to 16 last Thursday night during WRA's dorm competition. (Sweater Sullivan photo)

Coeducation is the discussion today

Lobbyist Crawford Cook will give a progress report on coeducation to all interested faculty members and staff February 21 at 8:30 p.m. in the Recital Hall.

The coeducation bill that would allow Winthrop to accept male students is presently before the South Carolina Senate and House of Representatives. Final House approval came Thursday, and the bill was sent to Senate where it is presently in the Senate Education Committee.

Wednesday afternoon Dr. Robert Cooper, Dean Ruth Hovemale, and President Charles Davis will appear before this

committee "to answer questions and produce first-hand campus and predicted statistics on enrollment."

An example of statistics that could be discussed concerns accepted applications. As of this week, 704 applications have been accepted for those who wish to enter the freshman class this fall. At this time last year 1061 had been accepted, and for the class entering in the fall of 1970-71, 1169 had been accepted.

Then, too, it may be brought out that last year 31% of the women who attended college in South Carolina went to Winthrop. This year only 25% attend Winthrop.

Senate considers WEC proposal

A bill passed first reading by Senate last Wednesday concerning the formation of a Winthrop Entertainment Committee, which will coordinate Dinkins Social Board, dances and concerts, and coffeehouse events into three sub-committees.

Representatives for WEC will be comprised of three people from each class and two students. The bill must now pass second reading next week.

Another bill was introduced by Senate creating the Travel Committee into a standing committee of S. G. A. Also a recommendation was made by Senate Life Committee to evaluate THE JOHNSONIAN by conducting a poll of student opinion to be administered by senators.

These bills and recommendations will be discussed, debated and voted on at the next Senate meeting, February 23, at 6:30 in Dinkins Auditorium.



Doggpatch W. C.

Bubble blowing, square dancing, badminton, volleyball, bridge and good eats entertained a crowd of almost 400 students last Wednesday at WRA's game night. (Skooter Sullivan photo)

Poll results evaluated WDC reveals plans

"No appeal for group," "not enough different kinds of groups," "dances held off campus," "concerts held on weekends" and "concerts coincide with other college's big weekends" were some criticisms listed in the Winthrop Dance Committee evaluations sent out to students two weeks ago.

"Results were accumulated from randomly selected evaluations drawn from an accu-

rate student body representation of 200 out of 1274 evaluations turned in," said Gayle Bowick, WDC chairman.

Results from these evaluations showed that 58% of the students felt there were too few events, 34% felt the number was just right and 2% felt there were too many events.

Concerts were the most popular entertainment preferred by 52% with dances rated as the next favorite by 30% and rock festivals receiving 14% preference. Favorite styles were rock with 32%, soul with 24%, hard rock with 10% and all kinds with 8%.

The poll also indicated that the majority of students supported events due to the group performing rather than the event being held off campus. Groups mentioned in order of the top ten preferred were the Lettermen, Bread, B. J. Thomas, Jerry Butler, Association, Prophets, Stylistics, Melanie, Grass Roots and Bloodrock. "It is hoped that from these group choices we can arrange a concert in March during the middle of the week since students indicated a desire for events to be held during the week," said Bowick.

Seventy-seven per cent of the students said ticket prices were reasonable and over half were informed of the coming events in T3, special posters or the Green Sheet.

"One criticism was too many cancellations of events which we can explain because WDC let out the engagement of some groups which had not been confirmed at the time," Bowick said.

Of those answering the poll, 81% had never made suggestions to her WDC representa-

tive, the only feedback WDC can count on to determine what the students want.

WDC representatives are Lynette Martin and Dianne Lowry in Roddey, Julie Hill in Margaret Nance, freshmen; Billie Armstrong in Roddey, Pam Rogers in Phelps and Linda Loy in Margaret Nance, sophomores; Cindy Franklin, Nancy Elgin and Beth Edwards in Lee Wicker, juniors; and Flossy Reynolds, Gail Carter, Debbie McLellan in Thomson, seniors.

Weekend plans

During the weekend of February 25-26, WDC will sponsor two major events. On Friday, February 25, The Grass Roots and Sweet Thunder will be in Byrnes Auditorium at 8 p.m. Student prices are \$2 and non-student prices are \$3 for the concert. Goose Creek Symphony and Fat Sam will perform in Withers gym at 8 p.m. on Saturday. Student prices are \$1 and non-student prices are \$2.

Letters and posters have been sent to colleges in North and South Carolina informing them of these events and urging male attendance.

Tickets will be sold in Dinkins Student Center Wednesday through Friday from 9 a.m. to 5 p.m. and Saturday from noon to 5 p.m. No tickets will be sold without student IDs. A block ticket for a student and her date may be bought for the entire weekend for a reduced price of \$6, said Bowick.

Lobby proposed

The most recent South Carolina Student Legislature meeting, on February 13, has elicited four more proposals for the future of the organization. Winthrop, Clemson, and the University of South Carolina presented a joint proposal; Furman presented one; the Citadel presented one; and Lieutenant Governor Sharon Davis of Winthrop proposed a state student lobby. This lobby would be modeled after the National Student Lobby.

Thirteen colleges were represented at this last meeting. "Hopefully, a final decision will be made on the direction of student legislature at the next meeting March 5," said Ms. Davis.

Governor Gerry Hough will

ized the SCSL constitution to make this study committee an executive committee—one that has the power "to make any by-laws and take any action pertinent to the function of the legislature." This move gives the committee final power over the future of student legislature.

The previous idea of a second study committee was abandoned with his creation of this executive committee.

At the meeting, the possibility of a permanent office in Columbia was discussed. A USC law student was also interviewed for the position of lobbyist. These discussions are tentative though, pending the results of the March meeting.

"Know to vote" talks planned for March

A series of lectures focused around the general theme of "know to vote" has been planned for the month of March.

A student who helped to organize the lectures explained their purpose. They are "to give people who have not kept up with the news a quick concise backlog of political information. It will not be oriented toward any particular candidate or party."

All of the meetings will be held at 8:30 in classroom 18 of Ida Jane Dacus Library. The following schedule of lec-

tures has been planned: March 6—Dr. Dorothy Jones—"Welfare in the U. S. and Nixon's proposals,"

March 7—Mary Moore Able (militant women's liberationist) (in Dinkins canteen)

March 13—Dr. Melford Wilson—"Foreign relations"

March 14—John Carter—"The Print Media"

March 20—Dean Jack Boger—"Education"

March 21—Dr. Howard Feder-spiel—"Political attitudes"

April 4—Dean Richard Wallace—"Economic affects of the war in Viet Nam"

SCHEA to meet

This year's SCHEA convention will be at the Wade Hampton Hotel in Columbia, February 24-26.

The program theme is "Housing: Whose Responsibility?" Members from all of the schools plan to assist the exhibitors as hostesses. Winhecon has been requested to provide 35 hostesses.

Two 1971-1972 state officers are from Winthrop's Winhecon Club. Nancy Sofge, reporter and Anna Wicker, treasurer. This annual meeting of home economists throughout the state provides an excellent opportunity for expanding our professional knowledge.

"SCHEA"—South Carolina Student Home Economics Association—members are students in South Carolina who joined the American Home Economics Association. And most of the Winthrop members are also members of Winhecon.

Six colleges and universities in the state with home economics students are eligible for membership. Winthrop has the largest membership—119. Winthrop was awarded a silver trophy for the largest membership last year. This trophy is presented annually at the South Carolina Home Economics Convention.

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TJ called 'smut'

House ok's coed bill after delaying tactics

by Randal Ashley

COLUMBIA—Coeducation for Winthrop cleared its first legislative hurdle last week, passing the S. C. House after arguments that somehow managed to involve freedom of the press and sexuality.

Key second reading of the bill to allow males who have lived in South Carolina at least one year to attend as day students and receive degrees from Winthrop was approved on a voice vote Wednesday. Routine final House approval came Thursday with Senate debate and voting to come later.

"Baggett has the floor," Speaker Sol Blatt rasped when the bill came up for second reading. Rep. Julius H. Baggett, D-McCormick, had led the scanty opposition to the coeducation bill Tuesday, playing a delaying game that centered mostly on chuckles about athletic programs and the "Winthrop Warriors" if males are allowed to attend.

"This bill is going to pass the House," Baggett admitted Wednesday as he and Reps. James B. Brandt, D-Allendale, and E. Juetie Wright, D-Anderson, futilely drew out their opposition arguments amid a bored House of Representatives that already knew how they would vote. All three about phrases like "destroy a fine institution," "make it a second-rate college" and "we have an obligation to let them (presently enrolled students) finish Winthrop as it was."

But it was Rep. Wright who searched hardest for a tactic that might delay passage. With pulpit tones and a twice-repeated "heavy heart" that legislators responded a to with jeering and laughing "amens," Wright whipped out a Feb. 7 edition of the JOHNSONIAN and referred to "Sex and Sexuality" articles as material "that'll make the hair rise on your head."

Wright tried to convince the House to continue the bill until all legislators had seen the paper. They did. At least 12 copies circulated on the floor during debate, contending that many of the representatives would change their pro-coeducation votes.

Brandt continued to use THE JOHNSONIAN in his delaying

efforts though he stated "I don't see anything offensive" about the paper. His tactic was to read from the "Birth Control" article in the standard style of the filibustering legislator who has run out of things to say.

Brandt didn't read far. He had scarcely finished the second paragraph—"Winthrop students do not seem to be so well-informed about other means of contraception"—when Rep. John H. Williams, D-Alken, leapt to his feet crying smut.

"Mr. Speaker," Williams yelled, "I object to this disgraceful conduct going on in this House. He (Brandt) has insulted the majority of the young people in South Carolina."

Williams apparently considered information on birth control to be "smut" but contrary to The State's reporting, Williams did not accuse Brandt of implying that coeducation would lower the morals of girls at the school. There was no such implication; Brandt merely tried to use the article to delay a vote on the coeducation bill, a move that presiding officer Rep. Rex Carter D-Greenville, blocked by ruling the reading was not germane to the issue under debate.

Williams was back after a mid-day recess to beg pardon for being a part of the morning's "spectacle," to plea for "consideration of the bill on its merits" and ironically, to delve into his own non-germane opinion on the "smut and filth" of information on sexuality, birth control, venereal disease, pregnancy and abortion.

Williams leveled accusations at student newspapers gener-

ally. "You can go to every campus in this state and find smut sheets." Apparently using his own standards as a norm, Williams claimed the student press of the state violates "good taste and decency" and "takes freedom of the press too far." He then stormed from the podium, refusing to answer questions.

The House then heard from York Rep. Robert McFadden who urged passage, saying the bill "was in the best interest of Winthrop College, higher education and the state of South Carolina. Several a-

mendments by Baggett, designed to delay implementation of the bill until July 1, 1976, or Sept. 1, 1975, were either withdrawn or tabled. And another by Rep. Eugene Stoddard of Laurens that would have required males to earn degrees by attending night classes was tabled.

Rep. Harold D. Breazeale, D-Pickens, who McFadden credited with guiding the bill through the House, was the final speaker on the measure. He pointed out that some males have been attending Winthrop under past legislation and that

there is "nothing sacred to protect."

When the measure itself was finally brought to a vote, it passed on a breath-taking swift "aye."

Predictions abound on a tough battle in the Senate, where the House has already sent three coeducation bills only to have them die. But Sen. Lewis Wallace, D-York, is confident.

"We have the votes to pass it in the Senate," Wallace said Thursday, naming the powerful Sen. Marion Gressette as chief opponent of coeducation. Previous Winthrop bills have died in committee or been "continued" with no action until the Senate session adjourned.

The Senate Education Committee will meet in closed session with Winthrop President Charles Davis Wednesday to discuss the bill and Wallace feels the measure will be favorably reported out of committee for Senate action.

So, with Wallace confident of needed support and favorable committee action, the ticklish question in the Senate will be, as it was in the House, bringing the actual coeducation bill to a vote. Passage seems assured but that is not to reckon with the potent force of Mr. Gressette and the chicanery of the parliamentary procedure game sure to be used by opponents.

To use one of Rep. Williams' salient, though unconsciously enlightening, quotes, "We (legislators) are a debating society." Hopefully, the will of the majority and the educational needs of the state won't be quashed again this year by manipulation of the society's rules of the game.



Issues of The Johnsonian circulated on the House floor during debate. Surrounding Rep. David Harwell, Florence, are (L to R) Reps. Tom Edwards, Spartanburg, Odell Venters, Florence, and Juetie Wright, Anderson. (Photo courtesy of UPI)

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CAMPUS MINISTRY

Baptist

A "Biblical View of Creation" will be the topic of discussion led by Elwyn Gunn on Wednesday, February 23 at 6 p.m.

The State BSU Convention will be held at Toccoa, Georgia the weekend of March 24-26. On Thursday, February 24, the first \$5.00 can be given at the convention.

On March 4-5, look out for more information on the BSU "computer Date" weekend.

Lutheran

"Belonging to a People of God," study group at the Lutheran Student Center continues on every Tuesday evening at 6:30 p.m.

All Lutheran students are urged to sign up for the retreat to Bonnie Donne. The cost is only \$7.00 for the entire weekend of February 25-27. Citadel will be the host for the retreat, but students from Carolina, Clemson, P. C., Furman and Newberry will also attend. Contact Mrs. Bridges at 366-7490 immediately if interested. Every Wednesday during Lent there will be a "Lenten Vesper" at 7:30 p.m. and everyone is welcome.

Newman

Because of numerous problems the weekend of February 25-27 planned with Citadel has

Poets sponsored

Winthrop's English Club, Sigma Epsilon Kappa, is organizing a Spring Poetry Series to be held in March.

Featured will be a reading by Robert Waters Grey, instructor of creative writing and poet-in-residence at U. N. C. C. A reading also will be given by Robert Rickert, poet and instructor at Winthrop. Included in the series will be student poets from U. N. C. C. and Winthrop. In order to raise money for outside speakers the English Club will sponsor a doughnut sale next Tuesday night, February 22, at 10:00 in the second floor kitchens of all dorms.

The English Club has as its faculty advisor Dr. Earl J. Wilcox. Officers are Jane Hadden, President; Carolyn Rivers, Vice-President; Dawn Hampton, Recording Secretary; Susan Ashworth, Corresponding Secretary; Harriet McLeod, Treasurer; and Kathy Osteen, Social Chairman.

The first meeting consisted of discussion, questions and answers on opportunities in the field of English. Dr. Colbert of the School of Education and Drs. Weaver and Pettigrow of the English Department spoke on graduate school and teaching.

The program of the second meeting on February 2 was an Over-view on Black Literature given by Dr. Joyce Pettigrow.

Club membership and programs are open to English majors, minors, and all others interested.

been cancelled for the time being. Future plans are trying to be made.

Newman Club meeting is set for Tuesday, February 22, for all interested students and officers at 6 p.m. in Room 230, Dinkins.

Westminster

The Westminster Paraprofessional Counseling Service offers short-term, client-centered counseling for members of the Winthrop College community. Interested persons phone Rev. Cecil Albright for information and appointments: 327-5183.

Our premarital group is not yet filled; we have four more spaces. Limited to nine participants. Group meets once a week for one hour until the end of the semester.

Anyone interested in going on a retreat at Hilton Head on March 3-5, phone 327-5183. Reservations must be made before March 1. Cost: 7.00 per person.

Westminster House is searching for an electric typewriter. Know where we can get one?

JOIN US THIS WEEK FOR:

Wed. 7:30 p.m.-Evening Worship and Reaction Time

Thurs. 8:00 p.m.-Premarital Group

Fri. 8:00 p.m.-Coffee House at Dinkins

Sun. 10:30 a.m.-Encounter Workshop at Wesley

Coming to Winthrop: Each Monday and Tuesday night a panel discussion centering around the coming national elections. Watch TJ for details.

Children's Theatre try-outs

Winthrop's Children's Theatre class is holding auditions for approximately 40 parts in the three-act play "Tom Sawyer" this Tuesday and Wednesday, February 22 and 23, in Johnson Auditorium at 3:30 p.m.

Measurements and try-outs of the 4-7 grade children will be the plans during auditions. The child will need only to answer some basic questions for this first meeting. "All interested 4-7 grade children are invited to come and try-out for this fun and rewarding experience," quipped Dr. Long, professor of the class. "Tom Sawyer" will be produced on April 26 and 27.

ROCK HILL

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330 East Black



Parental abuse and neglect provided the stimulus for the creation of an Attention Home where a normal home situation is stressed. (Skeeter Sullivan photo)

Love and concern

Attention Home gives care

by Diane Infinger
Just imagine yourself as a young, newly married couple with 9 children—yes 9, fairly normal and extremely healthy children, 6 who are around the same age.

This is the situation which exists at the Attention Home. Originally started by the Rock Hill Ministerial Association, the Attention Home is now affiliated with the Model Cities Program in Rock Hill. The Home takes cases from only the Family Court and the Department of Welfare and provides the essentials temporarily until other provisions can be made for the children.

When asked just what the Attention Home was, Bill and Connie Harkey, its directors, answered without hesitation, "love and concern." Bill went on, however, to add that it is "a never ending cycle of love and concern plus headaches and exhaustion, colds and coughs, sickness and sometimes pure frustration."

The children, 3 blacks and 6 whites, range in age from 6 months to 16 years. "They are lovable, not bad children. They are children who have been placed here temporarily instead of being sent to a reform school. They're here because of emotional problems, bad home environments and maybe a little trouble," Bill said.

"The younger kids have almost all been taken from their

parents because of neglect or abuse; or on occasion been given up by the parents because of their inability to take care of them. They are really a lot like any other kid on the block," Bill added.

The Home provides a relatively normal home situation up to a year for the children until arrangements can be made to have them placed permanently with foster parents, placed in a school, returned home or on occasion, adopted.

Located directly behind Wesley Foundation, the big white house can easily be distinguished by the bicycles and toys scattered over the front lawn.

"We give the children the love, attention and the other essentials they need," Connie explained. We are concerned, particularly, with Chris, Tina and Shawn, our 3 black children. We can't, obviously, give them one of their essential needs. They are confused about their identity as black children in a white environment, one in which even their parental figures are white," she continued.

"They need an association with other black people. We can't give them this. We can talk about their beautiful black

skin and talk about being proud to be black, but without some good older blacks with whom to identify, we are making no sense to them," Bill added and Connie agreed.

"These are important years in their lives—years that are confused enough without having this identity problem of association. Last semester several black students helped us with them, but so far none have come back and new ones are not coming around," Bill said.

The Home could use any student's help in tutoring, babysitting, and just a general helping hand. The children could use the extra help on a regular basis.

"It's impossible with 9 for Bill and me to help each one as much as he or she may need it individually," Connie said.

"We would like to see more students become interested and involved, or at least become aware that we exist, not only because the students would gain a lot from it, but because the children need the students," Bill said.

"Anyone interested in working at the Home can come by anytime of the day or call us at 328-8871," Bill added.

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Termpaper millionaire wants to revolutionize education system

Berkeley (CPS)-Ward Warren is 22. He is the youngest "self-made" millionaire in the county--perhaps in the world. He started Termpaper, Inc. in Boston just one year ago with a staff of four; "just me, two ex-VISTA workers and a legal secretary." Now there are 100 offices in America and Canada.

In two years Warren expects to "go over the counter" (stock market parlance for issuing stock on the New York Stock Exchange) and in two years after that, in 1976, he anticipates having amassed a fortune of 20 million dollars.

There is money in termpapers. It would be easy to say Ward Warren is in it for the money. But he isn't. At least he says he isn't. And some fairly hard evidence would testify that this young man has other things up his sleeve. Things like completely revolutionizing the American university/college system.

"I started Termpaper, Inc. with the idea of bringing about mass educational reform. I want to make the American uni-

versity defunct by 1976. By '76 I will have the means, the technology, and the manpower (he claims his company has more Ph. D.'s and M.A.'s employed proportionately than the Rand Corporation) to do it. My system will thoroughly restructure the student-teacher relationship and, consequently the system."

But let's regress momentarily. Right now Warren is engaged in buying and selling termpapers--a controversial subject among American educators and students.

"We're strictly a research service," says Warren, a chubby, every-mother's-son type who was dressed for this interview in an unfashionable blue sport coat, a tie-less psychedelic shirt, and chunky-black 1950 mail shop shoes.

One is inclined to think of Warren's business as a "research service" in the same terms one regards a garbage collector who calls himself a "sanitation engineer"--with extreme skepticism. But he stresses the point; "Look," he points to a sign on the far wall of Termpaper, Inc.'s sparsely

settled, functional San Francisco office, "that's our motto--'We Don't Condone Plagiarism!'"

"We are a research facility. It's been proven that very few of the students who buy a paper from us immediately turn it in. They invariably re-structure it, re-write it, or use it for reference. If a student comes in here and it's obvious that he is going to use the paper stupidly, or dishonestly, then we won't do business with him. We keep extensive files on every paper we turn out and we are extremely carefully about re-cycling them."

Termpaper, Inc. has about 2,000 people writing for it now. Once accused of having a style that, according to one professor, "you could smell a mile away" this diversity of contribution has made it hard for teachers to spot them.

Also, where they once devoted their efforts almost entirely to undergraduate research papers, they are expanding now--in fact only 60 per cent of their business is built around undergraduate papers. The expansion lies in several interesting fields; graduate papers, doctorate theses, corporate research, and finally, Wade Warren's special project--an advanced, unique education system that, in his words, "will make the university in America defunct by 1976."

You know, it's the lazy teacher who is afraid of us. The teacher who uses the term paper to constrict the student on who uses it because it is the conventional thing to do.

"The term paper is often just a procedural smokescreen for the professor to hide behind--they don't have to face the hazards of dealing with the students on a human level, on a level that would contribute to the student's education, to his awareness of life. This termpaper business is just a small step in the process of restructuring the university in

the United States.

How would he go about restructuring the university?

"I am developing plans right now for a series of computerized memory banks which would enable a student to do research in a matter of moments," said Warren. "Say he wanted to know something about William Shakespeare--he'd press a button and on a screen would be all the references listed that pertained to Shakespeare."

"Then the student could pick out which ones he wanted and press another button for them. Classes could be taught by this method. It would eliminate

professors who could not compete with it and it would make libraries obsolete--all of which would cut tuition in half. The teachers who really teach who really relate to the students and make education a challenging and meaningful experience would stay," he said.

"It's an extremely elaborate, complicated system and I can't get into it yet in detail. As far as I know only Mr. White (the former president of Xerox who died last month) and Buckminster Fuller know much about it. And Bucky Fuller is 77 years old. The whole is up to me."

Phi Alpha Theta initiates four

Dr. David Smiley spoke to the annual Phi Alpha Theta banquet here Tuesday, February 15.

Dr. Smiley, professor of history at Wake Forest University, spoke to new initiates and members of the honorary history fraternity. His talk entitled "Priscilla, Polly, Arvo, Eliza and You--the Four Traditions of Women in America" examined the role women played throughout history in determining their future

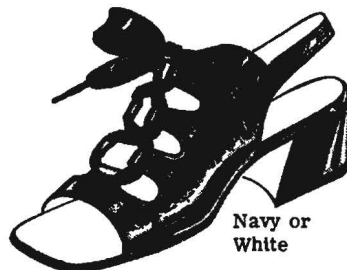
and often that of their husbands.

Four new members were initiated Tuesday, February 16. They are Bonnie Denton, Mary Ray, Connie Lee and Patsy Holladay.

In the future, Phi Alpha Theta hopes to coordinate their regional chapters into a conference to be held at the University of South Carolina in March, said Nancy Hook, WC chapter president said.

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Patterns





William G. Murdy :

Designer of counseling service

and

professor of psychology

Not school affiliated

Westminster initiates counseling service

by Donna Davis

"We had no particular need ourselves to be a counseling service," says Rev. Cecil Albright, director of Westminster House.

"If the need had not presented itself or if the need was met, we wouldn't have opened," he continues. "As long as people are expressing the need, we are here."

Albright was discussing the Westminster Paraprofessional Counseling Service, the short-term, client-centered counseling offered to afford self-understanding to the client with which he can transact personal decisions.

This service is offered to anyone in the Winthrop College community without charge.

But what does this mean in terms of the individual student?

Dr. Thomas S. Morgan, associate professor of history and geography and one of the leaders in the founding of the program answers, "The kind of problem we envision dealing with is a person who is in an essentially healthy emotional state who, because of some crisis or circumstance, is temporarily in need of help to put them back on an even emotional keel."

"We could envision this being academic problems, problems relating to parents, problems relating to vocational choice, problems relating to relationships with the opposite sex, problems with roommates, problems with other peer groups—to name a few."

This program was established due to the results of a year long study of the need of Winthrop College which a religious center could fill. The repeated request by students was for a counseling center.

Now that counseling service is a reality.

Dr. William G. Murdy, professor of psychology and chairman of the Honors Council, designed the service which is based on the use of paraprofessionals, people who are not psychologists but who have been given an intensive training program.

The Westminster paraprofessionals were selected and screened by committee and represent Winthrop faculty and faculty wives and some people who hold responsible positions in the community.

The selected group, composed of 16 people, were given 35 hours of intensive training by Dr. Murdy. By the end of the semester they will have also received 30 additional hours of supervision.

As trainees, the paraprofessionals were introduced to several models for dealing with people who need help and settled upon one that deals with crisis situations, an adaptive model.

They were then advised as to how to handle specific problems that might come up. They also had practical experience in counseling each other and listening to tapes by significant authorities in the field of psychology.

"Research has justified the paraprofessional position," states Murdy. "Trained paraprofessionals are as good as professionals for those mild upset."

In other words, these paraprofessionals are qualified to meet the aims of the service.

No matter how good the paraprofessionals may be, they must be headed by a qualified director. And Cecil Albright is qualified.

In working on his masters in counseling from Louisville Seminary, Albright participated in a very intensive training program that included work in a high school, a state mental hospital, a state penitentiary, and a county hospital. Before coming to Westminster he worked at a 24-hour, seven days a week crisis center where "counseling was the name of the game."

So now you have the staff and general program. But what do you have to do to receive counseling? Simply pick up a phone, get an outside line, and dial 327-5183.

An appointment will then be made to talk to Albright. The resulting intake interview gives him a chance "to get the feel" of the individual. He can decide if the Westminster program is capable of handling the problem.

It is, the client fills out an intake information form marked CONFIDENTIAL in large red letters. These forms are kept in a locked file and allow the service to know who's who.

At this time the client is assigned to one of the volunteer paraprofessionals and definite appointments are set up. Taken into consideration are the counselor's and client's personalities. These appointments are confirmed with the counselor in the presence of the client.

The first meeting begins weekly counseling sessions that last until termination of the problem. Since the service gives guidance to short-term problems, a limit of ten sessions is set.

The number of sessions, however, depends on the client, the counselor, and the pro-

blem. In some cases the problem is resolved before the ten sessions are completed. The case is then reviewed, and one more session is held between client and counselor to terminate the case.

In some cases Albright may decide that the problem is beyond the scope of the staff. "We don't just let them go," he says. "We'll get them in somewhere by referral."

"We have good referral lines," adds Morgan "to take care of any problems which are beyond our competency for handling."

One of the strengths of the program is its strict confidentiality. "I'm just paranoid on confidentiality," says Albright. "You have to be."

The fact that the Westminster service has no connection with Winthrop adds to its confidentiality. "One of the things I'm stressing is that we are not in any way formally connected with Winthrop College. We are pretty much on our own," comments Albright.

"We are not on any religious kick or recruitment kick," he adds. "We do see this as ministry of helping and caring. But Bible reading or prayer is not appropriate for our objectives and self-image."

Still another strong point of the program is that evaluation is made constantly. This allows the staff to make changes or additions that make the service



Thomas S. Morgan:

One of the leaders

in founding the program

more effective and counselors to realize they are listening.

For example, have led to the conduct in some cases small seminars, workshops, cho-dramas may be added to the counseling. Basic being made along with the staff.

The Westminster staff, and administers prospective service when it seems indicated private.

In the fall Winthrop to Westminster was greater since the college Counseling Center established by this to refer some cases.

"This is what we about," says Albright. "We are obvious reasons. We can take of short-term cases Winthrop center, profit by its profit. They can deal with chronic situations."

"Students at college should not be plain that they have to go to obtain counseling. Morgan."

If any student needs counseling, call 327-5183. Westminster House, across the street, President Davis.



Cecil Albright:

Director of

Westminster

Paraprofessional

Counseling Service

Murdy's plan adopted

Fall is goal for non-traditional counseling center

by Donna Davis

Monday, January 24, 1972, the Winthrop College Board of Trustees approved Dr. William G. Murdy's proposal for a Winthrop College Counseling Center.

By fall, 1972, Winthrop will finally have its own counseling center, one that is being created along the lines of Murdy's proposal.

Perhaps one of the main strengths of the center lies in the fact that it will not be based on the lines of a traditional counseling center (hereafter referred to as C. C.).

The traditional C. C. is based on the process of remediation through lengthy individual counseling, clinical diagnosis, vocational information, etc. In other words, it requires many hours of counselor time for each student treated. This method is expensive for the college and serves only a small proportion of students.

And college is a series of such tasks. In order to be mentally healthy in any environment, one must have the "ability to engage in and utilize these developmental tasks for personal growth." A mental health problem is anything that interferes with such development.

The focus of the Winthrop C. C. is, therefore, "is on creating within the individual the ability to profit from the total college experience." It will simply be keeping and/or getting students nearer to mental health while in a college setting.

In order to do this, the C. C. will be based on a model of prevention, consultation and referral, and developmental counseling with no long-term psychotherapy. In this model the activities of the C. C. will be diversified.

Murdy's proposal as such as the agency to receive these referrals. A more detailed explanation of the services offered by Westminster can be found on page six of this issue.

A second typical behavior problem that Winthrop's C. C. will be equipped to handle are those cases in which decision making involves stress because of the demands to make an important decision, the need of confirmation of an already made decision, or the need of assistance in taking steps to help make a decision.

Once again, short-term counseling will be used to deal with such cases. Since these problems often involve academic and vocational guidance, the Office of Guidance, Placement, and Testing under the direction of Dr. O. Bert Powell will be used for referral of some of these cases.

2. Residence hall personnel
3. Students in carefully planned programs focused on students actively providing services for other students.

4. Implementation of the Westminster model at other campus religious houses.

5. Perhaps facilities and training for graduate students in counseling and psychology.

Although such programs may take more time to put into action than a traditional system, the results "will far exceed any contribution a traditional remedial model could make."

The proposal also calls for evaluation and research for future planning that would cause changes in the working C. C. even while it is operating.

Since Johnson Hall is apart from buildings that house college administration, student government and student activities, and academic activities, it has been chosen as the site for the C. C.

Four rooms, one of which will be partitioned into two rooms, will be spacious enough and allow enough privacy for the C. C.

The professional staff will consist of a director, a staff counselor, and a secretary/receptionist.

The Director will have a Ph.D. in clinical or counseling psychology and will be employed half-time in the psychology department and half-time as the director of the C. C. This will keep him significantly involved in academic activities along with the C. C.

The staff counselor will be a full-time, 12-month worker since the C. C. will probably operate during the summer sessions. He must have a M.A. in counseling, experience in the techniques of behavior change, and the ability to relate to the college as a whole.

C. C. needs

positive

student

reception

The proposal has been made and accepted. The details are being worked out. The building is being readied. Efforts are being made to hire the staff counselor.

But the C. C. could be one huge flop. The success of such a plan depends entirely on its reception by students and faculty.

Therefore, plans are being made to make students and faculty aware and receptive of C. C. operations and goals. Arrangements will be made to hold small group meetings in which students and faculty will take part in discussions on these goals and operations.

Have you ever had a problem you needed help with? Or maybe you have a friend or buddy who's had a problem?

If either answer is yes, you'll probably agree with Dean of Students Iva Gibson. "I would be glad to have anything in the way of a counseling center. I couldn't be happier. I have wanted this as desperately as students."

Now help make it work.

Three trends

Instead, Winthrop's C. C. will follow three inter-related recent trends.

First, preventive intervention will be a key rather than attempts to treat long-standing and severe emotional disorders. The community in which the student lives will be regarded as a source of health-enhancing environments, and used by the center as such.

There will also be an avoidance of relying on a professional staff. Instead referrals and consultations will be used as major techniques for involving individuals not on the professional staff and other agencies, in the C. C.'s work.

The third important difference between traditional C. C.'s and Winthrop's is that Winthrop's will involve developmental counseling on three basic levels.

A development center realizes that the student is not a stable or fully mature person in a stable society but is a changing individual in developmental tasks that are critical to growth toward maturity.

'The C. C. will be based on a model of prevention, consultation and referral, and development counseling.'

Some of these activities that will become a part of the resources of the entire college community are:

1. problem prevention
2. early identification of problems so they can be easily treated
3. group counseling
4. involvement of faculty and students in discussions and seminars relating to adaptive behavior in order to enhance and facilitate interpersonal skills
5. consultation with all elements of the college community
6. development of a referral pattern
7. short-term individual counseling

The proposed services of such a C. C. fall under two main heads--typical behavior problems is found in supportive cases, cases in which there

As, Dr. Murdy said in the proposal, "The success of the C. C. is contingent upon how the faculty and students perceive the C. C."

"The C. C. is an agency of community health, consultation and preventive counseling, and developmental counseling."

Behavior change or behavior acquisition cases are also typical behavior problems the C. C. will be able to handle.

Here help is given, either to individuals or in a group, to aid in the development of new, more adaptive behavior; to eliminate a behavior pattern which is self-defeating; or to reduce the intensity of a response such as disruptive anxiety.

This part of the program will help those who have trouble making friends, who are timid, who have feelings of anxiety around people they do not know.

Here the professional staff will be involved in terms of individual and group treatment. Campus-resources will also be used to accomplish remediation. If the case is extensive and severe, the C. C. will make a referral to an appropriate agency.

Finally under the heading of behavior problems come performance problems that involve poor study habits, poor reading skills, an inability to organize academic material, or any other problem resulting in low GPA or inability to handle certain courses.

In these cases referrals may be made to an extended version of the Special Freshman Program under the direction of Dr. Rondeau LaFitte.

The other programs will be based on paraprofessional training and consultation. Here mild behavior problems in normally well-adjusted individuals will be treated by individual counseling from paraprofessionals.

These programs will be based on the program followed by the Westminster House (page 6) and would develop for:

1. Faculty members in advising and handling student problems

are significant situational factors which cause disruptive stress.

Failure to handle one's academic load, a disrupted love life, financial strain, grief at the death of a family member or friend, and acute depression following failure are only a few examples of cases that require supportive help.

In such cases, the C. C. will help the client explore the situation and later to develop behavior which will help end such troublesome responses. This help will often involve short-term, individual counseling. When possible, referrals will be made to another appropriate agency on campus.

The Westminster Paraprofessional Counseling Service is specifically mentioned in

'A developmental center realizes that the student is not a stable or fully mature person...'

Such a center works with intellectual development problems and attempts to lead the individual to new ways of problem solving and studying, to new means of motivation in concentration.

It also works with social problems by showing clients new ways of relating to others and dealing with unfamiliar environments.

Finally it works with the client's personal problems so that he is aware of his self-limitations and capacities, and is able to clarify his goals, and has an understanding of his emotional responses.

The above developmental problems can be caused by course assignments, peer groups, and society as a whole as well as by the individual's self-concept.

The Johnsonian

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Bored?

Whose responsibility?

Pity the poor students who sit in class day after day, bored to tears by a professor who isn't worth the five minutes it takes to walk to class.

And pity the poor professor who tries his best to make class interesting, just to be faced by lack of preparation and lack of response.

Obviously, the problem is twofold. They aren't stimulating, and we aren't responding.

Everybody has at least one prof a year who succeeds in making class so dull that the student finds out the pleasures of cutting, who lectures from twenty-five year old notes taken during his undergraduate days, who is so cold and impersonal that talking to him is like talking to a brick wall. Usually he teaches a vital course for one's graduation or major. Usually he's the only one who teaches said course during the only semester the student can take it.

And he's so dry and dull. . .

Whose fault is it?

It can be easily laid at the prof's door. He may not be the type who should teach, he may be so lacking in personality that his lectures can't be helped—at least not by him. He may not want to teach. Maybe he went to grad school to escape the draft or to keep from doing anything "demanding."

But then again, maybe he's tired.

Tired of coming into his classes excited about a concept or an idea or a new method of doing something, and having everyone stare at him blankly, and then pull out the letters they've been writing all day. Tired of trying to help a kid who isn't doing too well and having personal troubles and having the kid turn on him. Tired of trying to excite somebody into thinking for the first time, just to see a "Sorry. Out-of-Business" sign scrawled across her forehead.

Why are you in college anyway? Because it's the "thing to do?" Because it's pushed by your parents? Because if you want to get anywhere, "you have to have your college diploma?"

The problem won't get solved by sitting around complaining about the boring classes and the dead professors. Helping the situation is going to take time but a change of attitude might be helpful. Think about it. . . the reasons you're in school and the reasons you're taking what you're taking. And after you've thought about it, talk to the prof. He may turn out to be a human being. Both of you may learn something.

'Pig' award not funny

Dear Editor:

We would like to comment on the "Male Chauvinist Pig" Award of the Week given to Dr. Colbert in last week's paper. It seems to us that some of you pseudo-libbers are becoming too loose in throwing terms around. It is ridiculous to take a statement out of context and label it in this manner. The Johnsonian is not the place for uncalled-for criticism of this nature. Nor is it the place to air personal prejudices against a professor, as the editors should realize. Defense on the grounds of wit will not hold up, for if the statement was intended to be funny, it failed.

Harriet McLeod
Jane Hadden

Sophs thank

Dear Editor,

This letter is directed to the Student Body as a whole. Now that Sophomore Week is over, we feel as though there are

a lot of people to be thanked. Yes, the week was something different—it had not been tried before. Yet, the class felt the idea was worthwhile and those who helped during the week really feel as something was accomplished.

The car wash, movie, and doughnut sale netted a sizable profit, which of course made us happy. When all the bills are paid, we hope to give over \$200.00 to the Girls' Home.

Some people ask why the Girls' Home? Well, we felt it was a worthwhile project and we wanted to get involved helping someone else. The girls at the Home are those girls that have not had the opportunities most of us have had. For that reason, they have ended up as wards of the court. In this Home they will get an opportunity to make something for themselves. So our week was devoted to help them have an opportunity.

We want to thank so many people for what we felt was a success. We want to thank the faculty and administration for helping us set up the projects. We also thank many people in Office Services, the Physical Plant, Purchasing

Office, and Publicity Office. Thanks go to any student who helped us by buying a donut, coming to the car wash, or just verbal support. We especially thank those Sophomores who helped in every way—we are sure they feel a little different because of it.

Thanks to so many for helping us show we care with a little sharing.

For the Class of '74,
Bev Carroll, President
Edie Weaver, Vice-President

TJ - no insight

Dear Editor,

It is obvious that the TJ did not have any insight into the far-reaching consequences of the now famous "Fairness Flowers" Guide to Contraceptive issue.

If the purpose of the Information was to prevent unwanted pregnancies, and it succeeds in its purpose, 1) What will Dr. Patton substitute for his main topic of thought and conversation, and 2) What will the infirmity do with all its rabbits?

Sincerely,
Jann Brocman

Popular sex: How versus why

By Wayne Varner
Director of Wesley Foundation

Our sex is one of the most important facets of our personalities. It gets a lot of attention, and rightly so. It is the most sensitive means of expression that individuals may show to each other. It is essential in our personal development that we learn as much as we can about sex and the way it affects us.

There is a problem present in the current race for sexual knowledge. We are wholly involved in a "how to" style of sexual investigation with very little attention given to the "why" of our sexuality. The result of the quest is a magnificently equipped sexual soldier with no idea of why she is fighting in the war. Unfortunately this only becomes apparent to the individuals involved when a crisis arises; for example, an unwanted pregnancy, a disengagement, or a really bad sexual trip which cannot be attributed to a lack of experience or factual knowledge. Those of us who spend a lot of time counseling Winthrop students about sex-related problems are most aware of the vulnerability of our well-informed Winthrop students who have given little thought to why they are having sex while spending a lot of energy in learning how to do it more sensually and efficiently.

Several years ago the Masters and Johnson report HUMAN SEXUAL RESPONSE, and the KINSEY REPORT attracted a lot of attention because of their unabashed openness in telling Americans what they were doing in the bed. The tragic element in this kind of sociological research is that it is committed to reporting purely objective data and is given to the value system imposed by statistical investigations. All that was measured was quan-

tility. Consequently the American public began to measure its sexual proficiency in quantitative terms. Good came to be represented by the quickness of orgasm, or the frequency of coitus, or simultaneous occurrence of orgasm in both partners. The reports treat human sexuality as simply a zoological phenomenon by leaving out what is distinctively human. The public responded by doing the same thing.



The heir of that kind of thought is the current fascination with "low-to sexuality" as reflected in the recent special supplement to the February seventh JOHNSONIAN, and the appearance of THE LOVING BOOK and ELEPHANTS AND BUTTERFLIES in the college bookstore. The introductions to each of these states that their purpose is to inform. Right on! The availability of information concerning sex is limited in our sex-based society that pretends to be Puritan. But the information becomes central, and no concern is shown for the many Winthrop women who are indeed asking the moral question. Indeed, these individuals may be looked upon as old-fashioned. It is characteristic of our social milieu that we pretend to be more sexually free and active than we really are. The Winthrop student body as a whole and as individuals is vulnerable to this to the extent that a statement can be made such as "The moral question is beyond us now." Indeed it is not, for every individual faces this question for herself. It

will always be with us.

The JOHNSONIAN supplement gives the impression that responsibility in sex means safe birth control or V. D. prevention, while not mentioning responsibility within relationships and to one's self. The line of thought would conclude that the moral question need no longer be asked since birth control eliminates the problem of pregnancy. The moral question is assumed dead because contraception has killed it. That is an illusion. If it were true, more Winthrop women would be taking the pill and having "responsible" sex rather than fooling themselves into thinking that "the passion of the moment just sweeps me into his bed every weekend night at 11:42." It is a difficult admission to make to one's self that one is going to have sex regularly enough to prepare against conception. It is more difficult for the woman who is having sex for the sake of sex than for the woman who is using intercourse for the natural expression of very honest emotion. If a woman has determined to use her sex to express her love, she should owe it to herself and her mate to protect that love from avoidable and unwanted complications. For the unattached sexist, contraception becomes a license to use the deepest, most personal part of her personality as a social commodity. It is not difficult to see that this kind of woman is really getting screwed in both senses of the word. We all experience a judgment of our sex. It is not a theological, external judgment as once might have been feared. Instead it is an internal awareness, hopefully honest, that results in joy or guilt within the relationship which is the outlet for our sexual activity. No one can judge our feelings but ourselves.

Early TJ's give perspective to WC

Unless November 21, 1923 is your mother's birthday, that date won't have too much significance for you. But for The Johnsonian, it was the beginning.

Volume 1, number 1 was published on that day, superseding the Winthrop Weekly News "hitherto published by the college authorities." A front page article explains how this first student news publication was sanctioned by the president Dr. D. B. Johnson and a canvassing of the student body to make sure the paper was really wanted. (Maybe we should canvass the campus again?)

After the staff had been organized, particular members elected by each class, they announced a "prize contest for the most appropriate name submitted." And some lucky somebody received \$10 in gold for Johnsonian. The article continued, "with a name that is intended as a surprise and a tribute from the student body to be beloved Founder of Winthrop, The Johnsonian is launched."

Those issues of 1923 and succeeding years more closely resemble The New York Times than the present Johnsonian. Long, narrow, lined columns were topped with several-decked, inverted-pyramid type headlines. This

about as far as the comparison with The New York Times will stretch, though. The first issue was four pages long—four standard size pages.

One of the most marked differences between those first papers and today's is in the style of writing. This article was headed: College Day Bristles with Fun and Enthusiasm. And this is an excerpt: "Wednesday, November 14, marked Winthrop's fifth celebration of College Day. No day in the history of the college has seen displayed more originality, more enthusiasm, or more real college spirit."

Reading just a few of these early papers conveys the impression of a very cohesive school and class spirit. In fact, one editorial implores "the students to put aside their class loyalty on a particular 'College Day' for the 'love of the school.'" This intense class and school devotion would seem a little anachronistic at Winthrop today.

But the 1923 TJ did extend beyond this—to a more personal emphasis. The column, "Off and On the Campus" carried notices like: "Virginia Evans spent the weekend at her home in Greenville, S. C." (All of you who would like to revive this column, please

raise your right hand!) And sometimes, marriage notices were included. A particularly felicitous write-up ended with,

"Both of them are among the most popular of the younger set at St. Matthews and their friends are happy over their Yuletide play to Cupid."

The founder and first president of Winthrop, Dr. D. B. Johnson seems to have been highly revered, even idolized, by Winthrop students and TJ even published birthday congratulations every year. On one occasion when Dr. Johnson had been away for an eye operation, he was greeted in the next chapel with songs dedicated to him by each class.

And the newspaper account read, "Never has the student body been called upon to experience such mingled feelings of joy, gratitude, and grief as upon that day. Entering the chapel with grave and solemn thoughts because of the death of ex-president Wilson, the students were overjoyed when they beheld 'Our Debe' upon the platform for the first time in over a month."

Numerous columns of those papers of the 20's were filled with humorous anecdotes and jokes and epigrams whose wit and philosophy were probably supposed to be uplifting.

One TJ of 1924 reprinted a poll taken from a Tennessee alumnus magazine—a poll questioning the characteristics of an ideal date or mate. TJ ran the Tennessee poll and then conducted one of its own, turning the tables.

Here's the Tennessee poll: "That masculine faith in the old-fashioned ideal girl still persists in spite of the thunderers from press and pulpit, is borne out in a recent questionnaire submitted by the YMCA to various neargrads and undergrads on the Hill, regarding requirements for a perfect co-ed."

Question	Yes	No
Should she dance	30%	70%
play cards?	10%	90%
Smoke	0%	100%
Flirt	5%	95%
Spoon	20%	80%
Dates Limited	100%	0%
use cosmetics	80%	20%
Be a social fly	80%	20%
(Social fly?)	100%	0%
Attractive	100%	0%
Modest	100%	0%
Scientific	100%	0%
Feminine Ways	100%	0%
live high ideals	100%	0%
Sympathetic	95%	5%
Good disposition	90%	10%
Affectionate	70%	30%
Sudious	100%	0%
Good Physique	90%	10%
Love out of doors	100%	0%
Home loving	100%	0%
Love children	95%	5%
love music	90%	10%
Skilled in domestic affairs	70%	30%

active church worker 90% 10%

After reading this, Winthrop students then commented on what they expected from a male, what he should and shouldn't do.

Question	Yes	No
Should he dance?	60%	40%
Play cards?	55%	45%
Gamble?	0%	100%
Flirt?	8%	92%
Smoke?	58%	42%
Use cosmetics?	36%	64%
Be skilled in domestic arts?	20%	80%
Orderly?	100%	0%
Limit his dates?	80%	20%
Affectionate?	95%	5%
Sympathetic?	100%	0%
Thoughtful?	100%	0%
Sudious?	88%	14%
Good physique?	100%	0%
Love outdoors?	100%	0%
Drives?	100%	0%
Observant?	100%	0%
Modest?	91%	9%
Masculine Ways	100%	0%
Good disposition?	100%	0%
Active church worker	94%	6%
Generous?	100%	0%
Loves children?	100%	0%
Wear loud ties?	3%	97%
Swear?	3%	97%
Be Industrious?	100%	0%
Sense of humor	100%	0%
Have a good line? (1)	60%	40%
Intellectual	100%	0%
Good-looking?	90%	10%

And so with these articles and this poll, TJ got its start. From November 21, 1923 to February 21, 1972—almost 50 years of press history giving perspective to Winthrop College. (These old TJ's are on microfilm in the library.)

Basketball team

Individuals coordinate

Winthrop's basketball team has come into its own.

In their last home game before Winthrop's Invitational Tournament, the team avenged an earlier loss to Appalachian State with a 46-45 win.

They also proved that a fairly young team that has three sophomores starting can handle potential well enough to work together and hold up under pressure.

The ASU game starred sophomore Judy Wilkins who, as a freshman, was an occasional substitute. Of the 24 points scored in the first half, she made 12. Stealing and

tying up the ball seem to be her hobby. She also managed to pull down rebounds from girls several inches taller.

Another sophomore, Ann Simmons, also manages to pull down a better than fair share of rebounds. Using the advantage of being the tallest starter, Simmons also makes some beautiful blocks.

In spite of her height and numerous blocks, she usually commits fewer fouls than the other players. Her shooting from the floor is not often accurate, but put her on the foul line and she tears up the basket. Hustle is the name of the

game for Laurie Arrants, a senior transfer student. She and Kay Monroe, a third sophomore, are the team's play-makers. Arrants has a touch with fast breaks, and Monroe can pump in long shots when she has a good night.

Paula Edith Rogers, senior and team captain, plays best under pressure, scoring more points and blocking more shots. Sophomore Linda Goyak, occasional starter and frequent substitute, shoots well under the basket.

But with each game these individuals have played less as individuals and more as a coordinated team.

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Only a hand away. Future in your palm

Mother Maude strikes again. Winthrop College has several unheralded palm readers, one of whom, Mother Maude, has generously condescended to reveal some of the secrets of the trade.

"I only know the basics of palmistry," she admits. But she goes on to say that even knowing a little bit about the art is interesting enough to give you something to do during a boring class—study your own hand.

In order to do this, inspect the palm of the hand that you use—your right hand if you are right handed, your left hand if you are left handed. The other hand is your inherited hand and tells about your parents.

Mother Maude feels that many Winthrop students may be most interested in the love lines which are found between the heart line and the bottom of the little finger. (Location of lines can be found in the accompanying sketch.)

The love line that is heaviest, deepest and strongest, extends furthest into the palm is usually the marriage line.

Lines running upward from this marriage line signify the number of children you are to have. Each line that is clearly marked indicates a healthy child.

However, warns Mother Maude, don't be alarmed if you have more than one love line. The lesser lines show separate, probably lesser romances. Maybe you should start worrying if you find lines symbolizing children running from these lesser lines.

If the heart line, which is the predominant top line, is straight, you are very constant person. If it has a half a dozen to twenty lines crossing it at all points, you are fickle.

If this heart line bends toward your index finger, you have a tendency to look after

yourself; if it bends upward a great deal, you are a jealous person. If it points downward to the thumb or goes straight across, you are considerate and may not look after yourself as you should. If both are present, these characteristics tend to balance.

The second major line down the palm is the mind line. When this line splits on the left side into two lines, then you have trouble making up your mind.

If the mind line bends toward the bottom of the hand, you have artistic ability, perhaps a flair for writing or painting.

If a line appears between the mind line and life line to form a little box, you supposedly have the ability to become a good teacher if you wish to do so.

The life line is the third major line down the palm of the hand. If it goes around the thumb area, you will die close to where you were born. However, if it goes out to the other side, you will die far from home.

When this life line is one solid line, you can expect general good health.

Although the three major lines deserve your first and longest attention, there are other significant things to read in a palm.

"Little zifty lines—all over the hand are worry lines," Mother Maude continues. "There is also a jealousy streak that appears between the little and ring fingers, streaking out to the love line."

Psychic ability can be detected if there is a "X" formed between the heart and mind lines. Although you may not be aware of this ability or if it is incompletely formed, you may be able to develop such an ability.

Check the area between the little finger and index finger. If you can find a little line located near the little finger that goes nearly straight down, you have a genius streak. A five point star at the end of the mind line indicates that you are going to be famous.

Allergy lines can sometimes be found on the left bottom side of the palm. These are horizontal lines. "If it looks like these lines are extending into the palm, you'd better watch these lines to see if they cross the life line," warns Mother Maude.

Childhood lines can be found between the thumb and index finger on the side of the hand. They are usually short lines that go into the life line area and represent childhood diseases or traumatic childhood experiences.



The lines on the palm itself are not the only signs used to read palms, however. For example, the fingers also present clues to a personality.

If the top joint of each finger has horizontal lines running across it, you often get caught doing anything you don't want to get caught doing. Also, if the index and ring fingers are approximately the same length, you are proud of yourself.

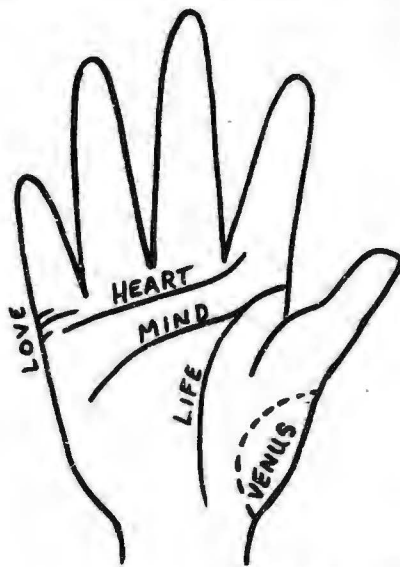
The width of your palm between the thumb and index finger indicates your practicality. If the area is wide, you are pretty practical. If not, maybe your talents lie elsewhere.

You can always determine whether or not you have a good sense of rhythm. If the muscles on the bottom left-hand side of your palm are well-developed, you do have this quality.

A final test is that to decide whether or not you are passionate. The Mound of Venus, the area around the base of the thumb, is thicker if you are a passionate person.

All of the above descriptions are only basics. However, the lesser lines are changing constantly.

As Mother Maude puts it, "When I get bored in class I look for love lines and see what's developing."



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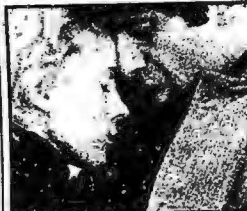
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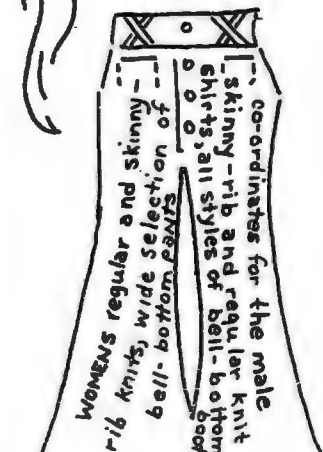
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Saturday, February 26**

**Time: 8 P. M.
Tickets: WC students-\$1
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Practical and aesthetic cycling

Drizzle, freezing mornings, ripping wind, cracks, bumps, gutters, holes, curbs, "slippery-slippery" places, mud-holes, . . . and sometimes a warm, black pavement is found that smooths and stretches slowly around a curve into a long, lazy cruise and a silent, stroking wind.

Cyclists choose to peddle around Winthrop's campus for reasons both practical and aesthetic. Some bump and rattle to class on "old paints." Others sweep past Byrnes Auditorium at speeds up to thirty m. p. h. with the aid of a flashy, ten-speed.

At any rate, cycles are clustered at nearly every building entrance. And torn blue jeans no longer indicate age—just the effects of having been chewed by a greasy bicycle chain.



Busy people, baskets packed with books, save previous minutes by pumping to classes. Denise Rich, a student, says she needs only two out of the usual ten walking minutes to cycle to class. She estimates saving hours each day while getting needed exercise. Dr. William Blough of the political science department prefers a cycle to a second car and rides only to and from school. Paula Menger, another student cyclist, takes a more aesthetic viewpoint. Cycling is sometimes so dangerous on campus and nearby back roads, that "near-accidents" remind her of the real value of life.

The cycling fad has caused W. R. A. to form a new committee for it which is to be supervised by Barbara Garlinger and Gail Smith.

Ten bikes have been ordered to provide a modified cycle-lending system. Hopefully, bikes will be stationed at different buildings and students at random can use and park them all over campus. Approximately twelve more, a few of them English, have been ordered for recreation purposes and old cycles are still in the process of being repaired.

The committee also hopes to plan combined cycling and camping weekends. A number of small trips will be planned as prerequisites for the camp-outs. Information concerning trails, safety rules, and bicycle repairs will be obtained and made available to students through the American Youth Hostel Association.

Here are some suggestions to adventurous cyclists:

- 1) Ride with the traffic. (Disregard what they told you as a kid.)
- 2) Use hand signals.
- 3) If you cruise the campus at night, put a light on the front of your bike, wear light colored clothing and/or apply fluorescent paint to pedals.
- 4) Wear tie-on shoes—not heels.
- 5) Tape, tie, or strap bell-bottom slacks to ankles.
- 6) The cycle chained to a tree indicates an unfortunate need for a kind of "cycle security."



(Skeeter Sullivan photo)